ABA OMAN INTERNATIONAL SCHOOL

INSPIRE
EMPOWER
EXPLORE

DP COURSE CHOICES BOOKLET



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ABA
OMAN
INTERNATIONAL SCHOOL
INSPIRE • EMPOWER • EXPLORE
MISSION
We are a dynamic IB Continuum school, working in partnership with our diverse community. Together, we inspire and empower learners to explore their unique pathways to success.
VISION
Innovative and authentic learning in a diverse and creative community where sustainability and individual growth are to the betterment of all.
VALUES
Our values are encapsulated in the
IB LEARNER PROFILE and THE ABA WAY
IB LEARNER PROFILE
THE ABA WAY
INQUIRERS
KNOWLEDGEABLE
THINKERS
COMMUNICATORS
PRINCIPLED
OPEN-MINDED
CARING
RISK-TAKERS
BALANCED
REFLECTIVE
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Welcome to your 10th Grade options for courses in Grades 11 and 12 - the final part of your secondary education.

Making choices is never easy. We hope that this booklet will help you in your decision making, guide you towards some good choices, and ensure that your pathway through Grades 11 and 12, towards the next stage of your life, whether in the world of work or university, is smooth and enjoyable.

The IB Diploma is the most demanding high school curriculum; therefore, ABA has entrance criteria outlined below for ABA Grade 10 students. For students new to ABA, we will consider each student on their school records. At ABA we can tailor your course selection to suit your needs and future aspirations. We do recommend you discuss your future with as many people as possible and do hope you choose courses based on sound advice and guidance.

Our three simple recommendations for making successful subject choices are:

1. Think about what you might wish to study or what career you might wish to pursue
2. Choose courses (and a career!) that you enjoy
3. Choose a path that fits your unique abilities and will be successful for you

We will discuss, advise, and suggest routes that enable you to have a unique pathway to success. We know that the right choices now will make for a much easier and more successful route through Grades 11 and 12.

Good luck and do not hesitate to ask anything,

Samantha Cole

Samantha Cole
ABA IB DP Coordinator

Required grades for Progression onto the full Diploma

- In order to progress onto the full Diploma, ABA Grade 10 students are expected to achieve 40 points from 8 MYP subjects in their final MYP report.
- Students with less than 36 points from 8 subjects are unlikely to progress onto the full Diploma, but may opt to take IB Course Certificates.
- Students with 36 - 39 points and strong effort grades may enter the Diploma under probation, to be reviewed at the mid- semester Parent Teacher conferences.
- Students are expected to achieve a minimum of 4's in Language and Literature, Language Acquisition, Sciences, and Mathematics on the MYP eAssessments in order to progress to the Diploma Programme.
- Students are expected to achieve a minimum of 5's in the MYP course in order to take the DP HL courses, except Maths HL, Physics HL and Chemistry HL where 6's are recommended.
- No matter which pathway, all students are also expected to achieve at least a 3 in their Personal Project and pass all CAS requirements.
- IB Diploma students are expected to maintain a minimum score of 4 for each course for each semester, as well as meeting all deadlines for Extended Essay and ToK assessments, having submitted work of a passing standard.
- Diploma students must also be up to date with all their CAS requirements. Where these requirements are not met, students' suitability for the IB Diploma programme will be brought under review.
- Ensuring each student achieves success on their most suitable pathway is central to ABA's Mission, Vision and Values.

Grade 11 and 12 Pathways at ABA

ABA offers Grade 11 and 12 students different pathways depending on their abilities and aspirations. All pathways can lead to higher education studies at universities and guidance will be provided for students regarding the right pathway for them.

Grade 11 and 12 Pathways at ABA

The ABA US High School Diploma

All students have been accumulating credits for their ABA US High School Diploma since the start of Grade 9. The ABA US High School Diploma is accredited by the Middle States Association of Colleges and Schools (http://www.msa-cess.org/); this gives it international validity and is hence a widely accepted tool for university applications.

ABA US High School Diploma Credit Requirements to be earned in Grades 9-12

- CAS – must be completed
- English Language Arts– 4 credits
- Mathematics – 3 or 4 credits*
- Science – 3 or 4 credits*
- Social Studies (I&S) – 3 credits
- Modern Languages – 2 credits (in the same language)
- Research Project – 1 credit (a grade of 3 or better on the Personal Project in Grade 10, or a grade of D or better on the Extended Essay in Grade 12 will meet this requirement)
- Fine Arts – 1 credit (Design Tech is considered an Art for this requirement)
- Physical Education – 1 credit
- Electives – 6 credits

*students must complete 4 credits in either Mathematics or Science

25 Total credits must be earned for an ABA US High School Diploma to be awarded and hence to graduate. To earn credit for a course a student must attain a Level 3 or higher on their Semester Report. 1 credit is equal to 2 semesters of study.

The IB Diploma Programme

Established in 1968, the International Baccalaureate (IB) Diploma Programme (DP) was the first programme offered by the IB and is taught to students aged 16-19. It was established to provide a challenging and comprehensive education that would enable students to understand and manage the complexities of our world and provide them with skills and attitudes for taking responsible action for the future. Such an education was rooted in the belief that people who are equipped to make a more just and peaceful world need an education that crosses disciplinary, cultural, national and geographical boundaries.

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



The IB Diploma Model

Students choose 1 course from each of the six subject groups in the programme model above.

Students will take 3 subjects at higher level (HL) and 3 at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding, and skills at higher level. Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

Students who wish to undertake the IB Diploma must satisfy the following requirements from the IB. These are taken directly from the following publication:

IB Diploma Requirements

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

a) CAS requirements have been met.

b) The candidate's total points are 24 or more.

c) There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject. "N" is an incomplete.

d) There is no grade E awarded for theory of knowledge and/or the extended essay.

e) There is no grade 1 awarded in a subject/level.

f) There are no more than two grade 2s awarded (HL or SL).

g) There are no more than three grade 3s or below awarded (HL or SL).

h) The candidate has gained 12 points or more on HL subjects

i) The candidate has gained 9 points or more on SL subjects

j) The candidate has not received a penalty for academic misconduct from the Final Award Committee.

The Bonus Points Matrix for TOK & EE

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Diploma Programme Assessment procedures 2024 an IBO Publication

The IB Learner Profile



University Applications

Deciding on subject choices for the important final two years is not always easy, especially where students have enjoyed the majority of their subjects during MYP 4 and 5, it can be hard to decide which to let go. Additionally, there are new subjects on offer, which are often also a popular choice with students. Students need to consider three main things when weighing up which subjects to choose.

a) **Student interest.** Students are generally most successful in those subjects they enjoy and are happiest to spend their time on; it is important they feel excited about the majority of their subject choices.

b) **Career path.** If students want to specialize early in a professional area, then there may be some specific IB subject requirements. Universities across the world have very similar requirements for highly competitive courses. Where course stipulations apply, these tend to apply largely for Mathematics and Science-based subjects.

c) **Success.** Students should choose subjects which contribute to a successful high school experience and transcript (grades). A successful transcript shows a balance of challenge and solid performance and scores.

University & College Courses	Common Entry Requirements	Notes
Medicine, Dentistry, Veterinary Science, Zoology	UK: Usually two sciences at HL Chemistry is most important with Biology & Chemistry the best combination. US and Other: 1 or more sciences in HL, overall successful transcript. High marks in Mathematics.	Most competitive of all courses. Students must be very strong in Science and Mathematics. Top scores needed (776 or 766 typically required at HL)
Engineering: Aerospace, Mechanical, Civil, Electrical, Chemical,	HL Mathematics required for most, plus relevant Science e.g. HL Physics for Mechanical Engineering, HL Chemistry for Chemical Engineering	Also highly competitive. There is a vast range of Engineering courses, so it is important to research the rich variety of areas and opportunities.
Computer Science	HL Mathematics preferred; SL sometimes possible. HL Computer Science is very advantageous.	Programming is a significant aspect of this course which students should be comfortable with.
Architecture/Architectural Engineering	HL Art is essential, HL Maths/Physics provide some advantage SL Math, Physics and Art considered, if accompanied by a strong portfolio	Portfolio should contain evidence of interest in Architecture

Foundation Course Art School (Necessary for UK but not US)	A strong portfolio showing breadth of scope and personal development	HL Art strongly recommended. It is important to note the significant time commitment
Theatre – Drama School	Selection through auditions	HL Theatre strongly recommended with repertoire of plays / speeches
Law	High academic performance across the majority of subjects. Typical offer would be (7,6,6 or 6,6,6, at HL)	English HL (either Lang & Lit, or Lit) and History HL are good preparation but not compulsory.
International Relations History Politics	Sound academic performance in HL subjects. Typical offer would range (666 to 655)	International Relations has become a very popular and competitive course.
Physiotherapy, Sports Science	HL Biology, with another HL science or preferred. Strong Mathematical skills are beneficial.	Also very popular and competitive courses. Typical offer would be HL 766 to 665.
Accounting, Banking, Economics, Finance, Business Management	HL Math preferred, or high achievement in SL Math Analysis. HL Economics or Business Management an advantage. However, some Business courses will also accept Math Applications.	Economics courses generally have higher entry requirements than Business courses.
Environmental Science, Agriculture, Conservation, Forestry	HL Biology often preferred and an additional science welcomed.	SL Env Systems & Societies useful
Psychology, Sociology, Anthropology, Philosophy	BSc Psychology courses generally ask for a HL Science and sometimes stipulate SL Math, BA Psychology courses are less rigid.	It is quite possible to study subjects at university not taken at school, but wider reading and a strong personal statement evidencing interest is important.

Where in the world will you study?

International students now have access to many universities world-wide. We have many visits from universities throughout the globe, all hoping to recruit the brightest and the best. With educational globalization has come a great deal of diversity so while there are some key aspects that are *broadly* true, it is always essential to research each university individually to be aware of their exact entry requirements. Here are some points to bear in mind about university applications as you choose your IB Diploma programme or courses:

a) While the IB Diploma Programme is certainly preferred by many universities, there are many excellent options open to students studying a range of IB Courses. Both the UK and the US (amongst other countries) offer progression onto undergraduate degree courses with IB Courses, and the ABA High School Diploma will also be an important qualification for some countries, especially the US.

b) UK and European degrees are generally more specialized and three years long (while US/Canadian degrees are four years long). In countries where you choose a specialist degree, the entry requirements will be more specific and may be higher. American degrees offer a broader education and classes will be taken in many disciplines, as well as the subject of the major. If you apply to a US university you do not have to declare your 'major' subject – although many students do.

c) For applications to the UK your predicted grades are extremely important, as is your performance in the MYP. UK universities do not look at your report grades. Offers will be made on the basis of past performance, personal statement and references. Final acceptance depends upon your IB Diploma or Courses grades. The points you obtain with your internal assessment and the final exams are extremely important.

d) For applications to the US, Canada and many universities in Europe, all of your internal ABA report grades must be presented. They look at your grades from Grade 9 onwards. Acceptance depends upon good school grades, extracurriculars, and SAT or ACT scores.

e) The US requires a personal essay and references; many universities ask for SAT or ACT scores and this will mean retaining strong mathematical skills.

f) Canada largely makes offers based on past performance and predicted grades. Your exam performance is very important.

Finally, it is important to know that there are often a number of different routes to the same point. It is usually possible to study whatever you wish to study if you are prepared to be flexible about *where* you study. Equally, if you don't mind taking an extra year, then university Foundation years can provide excellent entry points to some of the best universities in the world. And, although it may sound like a cliché, if you pursue your passions, that is the most likely route to happiness and success.

Throughout Grades 10, 11 and 12 students are guided through the university research and application process within the Learning Mentor programme, group workshops and presentations, and individual meetings. There are a series of parent information meetings held during Grades 11 and 12 to support the application process. In addition, ABA is regularly visited by a wide range of universities with whom students can meet and discuss their possible plans.

Students should attend all Advisory sessions and keep an eye on the calendar to ensure they attend the mandatory sessions and those appropriate to their own applications.

ABA university meetings and application cycle:

	Semester One	Semester 2
Grade 11	● Ongoing Learning Mentor & CAS sessions ● Ongoing university visits & fairs	● University Parent Meeting (March) ● Ongoing Learning Mentor & CAS sessions ● Ongoing university visits & fairs ● Reference requests submitted to teachers
Grade 12	● Ongoing Learning Mentor & break-time workshops ● Ongoing university visits & fairs ● Reference requests submitted to teachers ● Applications for Canada, UK, USA submitted	● Ongoing Learning Mentor & break-time workshops ● Ongoing university visits & fairs ● Applications for India, Lebanon, Malaysia, Netherlands & Europe (non-UK), Singapore, Arabian Gulf Region, Australia (non-nationals) and other areas submitted
After Graduation	Applications for Australia, New Zealand and South Africa submitted	

University Research Links

You may find the following links useful in forming and developing ideas about possible courses, institutions and countries for university study:

Resources for all applicants:

- Unifrog – accessed via the ABA website or Unifrog.org
- English Proficiency Exams www.toefl.org, http://www.ielts.org/
- ABA Uni & Careers Information Hub https://padlet.com/spope39/beta-uni-careers-information-hub-hssxmun4cd83qmzl

The IB Core



All Diploma Programme students participate in the three elements of the IB Diploma Programme Core.

- The Theory of Knowledge (TOK) course encourages students to think about the nature of knowledge, to reflect on the process of learning in all their subjects, and to see and understand the connections between them.
- The Extended Essay (EE), a substantial piece of academic writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves; this encourages the development of independent research skills expected at university.
- Creativity, Activity, Service (CAS) involves students in a range of enjoyable and significant experiences, as well as a CAS project.

Creativity, Activity, & Service (Compulsory for all ABA Grade 11 and 12 students)

". . . if you believe in something, you must not just think or talk or write, but must act."(Peterson, 2003 in IBO, 2013)

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP programmes.

CAS is organized around the three strands of creativity, activity and service defined as follows.

- Creativity—exploring and extending ideas and skills leading to an original or interpretive product or performance
- Activity—physical exertion contributing to a healthy lifestyle
- Service—collaborative and reciprocal engagement with the community in response to an authentic need



Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

CAS Requirements

- Begins at the start of the Diploma Programme
- Continues regularly, ideally on a weekly basis, for at least 18 months
- A reasonable balance between creativity, activity, and service is maintained
- Completion of CAS is based on achievement of the seven CAS learning outcomes.
- In January of Grade 11 all students are required to participate in a CAS Experience week. Students have the option to choose from activities such as Diving, sailing, cooking, flora fieldwork, kayaking or a trip to Spain
- Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.
- Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.
- Students maintain and complete a CAS portfolio as evidence of their engagement with CAS.
- The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

- Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.
- Students undertake a CAS project of at least one month's duration that challenges them to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making.
  - The CAS project can address any single strand of CAS, or combine two or all three strands.
- Three formal documented interviews students must be held with their CAS coordinator/adviser.
  - The first interview is at the beginning of the CAS programme
  - The second at the end of the first year
  - The third interview is at the end of the CAS programme.

CAS Learning Outcomes

The 4 Required Learning Outcomes:

1. **Community Engagement**: Make a consistent, sustained commitment to serving & developing connections with others.
2. **Global Understanding**: Demonstrate personal or community understanding of the interaction of power and privilege, ethics, politics, economics, religion, environment between cultures and nations.
3. **Intercultural Communication**: Commit to connecting with and understanding others across linguistic & cultural barriers.
4. **Personal Goal & Management:** Set an ambitious goal, & plan systematically, act, reflect and adapt in the pursuit of it.

Choose any 3 of the optional Learning Outcomes:

1. **Engagement with nature**: Assess risk, & develop a skill or understanding through interaction with nature.
2. **Wellness**: Learn how to maintain their own physical, social, mental / emotional, & spiritual health.
3. **Work experience**: Provide work of practical value and develop a range of skills in a professional setting.
4. **Public Communication:** Engage an audience & communicate effectively, ethically, & publicly on issues of personal interest or passion.
5. **Leadership**: Fulfill their vision through the effective leadership of people & management of resources
6. **Artistic Expression:** Nurture the habits of creative exploration & communication through sustained engagement with the arts.
7. **Multilingualism:** Function at native or fluent proficiency in at least two skills of reading, writing & speaking, in at least two different languages. *cannot use if earning the IB DP Bilingual Diploma*

Theory of Knowledge (Compulsory for IB Diploma Candidates)

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the DP to which ABA is required to devote at least 100 hours of class time.

In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.

The course centres on the exploration of knowledge questions. These are contestable questions about knowledge itself, such as: "What counts as good evidence for a claim?", "Are some types of knowledge less open to interpretation than others?", or "What constraints should there be on the pursuit of knowledge?". While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

The TOK curriculum is made up of three deeply interconnected parts.

The TOK Exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teachers at ABA and is externally moderated by the IB.

The TOK Essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

More information on the IB's TOK Curriculum can be found here: http://www.ibo.org/programmes/diploma-programme/curriculum/theory-of-knowledge/

The Extended Essay (Compulsory for IB Diploma Candidates)

The Extended Essay is a highly focused in-depth study answering a student developed research question. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. The completion of the essay is followed by a short concluding interview, or viva-voce, with the supervisor.

The Extended Essay is:

- assessed against common criteria, interpreted in ways appropriate to each subject.
- externally assessed and in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- presented as a formal piece of scholarship containing no more than 4,000 words
- the result of approximately 40 hours of work by the student.

The Extended Essay can support areas of personal interest or intended future study and as a result can be a valuable stimulus for discussion in university entrance or job interviews.

More information on the IB's expectations of the Extended Essay can be found here: http://www.ibo.org/programmes/diploma-programme/curriculum/extended-essay/

Group 1: Language & Literature

Choices: English A: Literature SL/HL, English A Language and Literature SL/HL, Arabic A Language and Literature SL/HL, School Supported Self Taught (SSST) Language A SL

All students must select either English A: Literature or English A: Language & Literature for study in Grades 11 and 12. Students who choose to study two Language A subjects (for example, English A and Arabic A: Language and Literature) in different languages may be eligible for the IB Diploma with a Bilingual Diploma designation.

English A: Literature HL/SL

Great literature does more than merely entertain. Sometimes it teases; occasionally it taunts; often it tantalizes and, more often than not, it teaches. It does so by posing and exploring answers to two significant questions: *Who are we? How should we live our lives?* This course facilitates a consideration of the ways literature embraces, in the words of the IB, *"the complex pursuits, anxieties, joys and fears to which humans are exposed in the daily business of living."*

In the literature course, students examine the sources and the outcomes of human creativity and are encouraged to engage in independent, critical, original, and clear thinking. It promotes the understanding of the artistry of writing - the connection between artistic form and interpretive content - and stimulates students' ability to reflect critically on their writing and the writings of others.

Works are studied in their literary and cultural contexts through close readings of their thematic, dramatic, and stylistic possibilities and uniqueness. Given the international nature of IB and its dedication to intercultural understanding, this course grants students the opportunity to explore diverse cultural perspectives through the study of works, including translated texts. In terms of specific content, the course includes:

- the development of skills in literary analysis
- the study of works in their cultural and contextual settings
- the exploration of a range of literary genres, including poetry, drama and prose

English A: Language & Literature HL/SL

The IB Diploma Programme Language and Literature course offers students the opportunity to explore how language shapes meaning in both literary and non-literary texts, and how it operates in real-world contexts. The course develops students' understanding of the ways in which language, culture and context influence how messages are created, interpreted and received. Through a wide range of carefully designed reading, writing and speaking tasks, students examine the relationships between text, audience and purpose, and consider how communication can be

shaped, filtered or distorted. The course builds strong analytical, critical thinking, and communication skills, enabling students to produce clear, thoughtful and well-structured oral and written responses across a variety of text types.

Language and Literature: Possible Pathways and Careers

Both Standard Level and Higher Level Language and Literature develop strong skills in analytical reading, critical thinking, and effective written and oral communication, all of which are highly valued by universities across a wide range of disciplines.

HL Language and Literature is particularly well suited to students who are:

- Considering further study in subjects such as English, Law, Journalism, Media, Marketing, Education, Politics or International Relations.
- Seeking a broad and rigorous academic foundation for degree courses that place a strong emphasis on reading, writing and argumentation (for example, Psychology and other social sciences).
- Interested in future careers where advanced communication and analytical skills are essential, such as journalism, law, education, publishing, diplomacy, translation, public relations and related fields.

English A: Literature – Possible Pathways and Careers

Both Standard Level and Higher LevelLiterature develop advanced skills in close reading, critical analysis, and the construction of sustained, coherent arguments in both written and oral forms. These skills are highly valued by universities and form a strong foundation for a wide range of academic disciplines.

HL Literature is particularly well suited to students who are:

- Considering further study in subjects such as English Literature, Law, History, Philosophy, Politics, or related humanities and social science fields.
- Seeking a rigorous academic preparation for degree courses that require the analysis of complex texts and the ability to construct sophisticated, evidence-based arguments.
- Interested in future careers where interpretative, analytical and communication skills are essential, such as law, education, journalism, publishing, academia, cultural industries, and related professions.

For more information:

http://www.ibo.org/programmes/diploma-programme/curriculum/language-and-literature/

Assessment

Under the current IB Diploma Programme curriculum, the assessment structure for both English A: Literature and English A: Language and Literature is closely aligned.

Students are assessed through a combination of internal assessment and external examinations, as outlined below..

Internal Assessment (IA)	Exam
Individual Oral (SL/HL): presentation of a prepared analysis of two texts in relation to a chosen global issue Essay (HL): exploration of one text studied, through a chosen line of inquiry (focuses on analytical skills as well as additional elements such as research and citation).	Paper 1: close analysis of texts Paper 2: literary essay requiring comparison and contrast of two selected works

البكالوريا الدولية: اللغة والأدب- نظرة عامة للبرنامج

ذهبية للتواصل مع اللغة بطرق مبتكرة، يوفر لك برنامج اللغة والأدب في البكالوريا الدولية بمستوييه القياسي والأعلى فرصة واستكشاف استخدامها في مواقف الحياة الحقيقية؛ بهدف تعزيز فهم الطلاب لماهية تأثير اللغة والثقافة والسياق على الطرق التي نتواصل بها، وبين ما نقوله ونقصده وما يسمعه أو يفهمه الآخرون

تعيق التواصل. وسيتم تشجيع الطلاب ومن خلال التكليفات والمهام نستكشف العديد من المحددات التي يمكن أن تصبح حواجز على دراسة التفاعلات بين النص، والجمهور، والغرض. وبالطبع يمكنهم البرنامج من اكتشاف مجموعة واسعة من أنواع النصوص؛ وكيفية استجابة الجمهور، وإلى أي مدى تؤثر اللغة على حياة الفرد والمجتمعات، بالإضافة إلى تطوير التواصل الشفهي للتعبير عن الأفكار والآراء المدعمة بالحجج والأدلة، وكذلك مهارات التفكير النقدي

هناك ثلاثة استكشافات ضمن برنامج الأدب واللغة، كما هو مبين أدناه

الاستكشاف	الموضوعات	المَهمة
القراء والكتاب والنصوص	التركيز: كيف يشكل السياق المعنى وطرق التواصل التي تتطور عبر الزمن في الثقافة العربية، والموضوعات التي تدرسها متنوعة، مثل - أثر اللغة في تشكيل المعنى. - تنوع تلقي النصوص. - أثر المؤلف على فهم القارئ. - التناص بين النصوص. - طرح النصوص للتبصرات.	المهمة الكتابية النشاط الشفوي الورقة الأولى الورقة الثانية
الزمان والمكان	التركيز: دور الزمان والمكان على الإبداع والتلقي، والموضوعات المدروسة متنوعة - السياق التاريخي والثقافي. - اختلاف النصوص تبعًا للزمان والمكان. - تغير المعنى بتغير الزمان. - فهم الثقافات من خلال النصوص.	المهمة الكتابية النشاط الشفوي الورقة الأولى الورقة الثانية

التناص	التركيز على الروابط التي تنشأ بين النصوص، الموضوعات التي يمكن تناولها - الروابط الموضوعية والثقافية. - النصوص الكلاسيكية وتفسيرها. - تنوع المنظورات. - التناص والتراث	المهمة الكتابية النشاط الشفوي الورقة الأولى الورقة الثانية

المادة	الدرجة النهائية الموصى بها في برنامج السنوات المتوسطة
اللغة والأدب: المستوى القياسي	ثلاثة أو أكثر
اللغة والأدب: المستوى الأعلى	خمسة أو أكثر

برنامج اللغة والأدب: المسارات الوظيفية المحتملة

اختيار البرنامج بأحد مستوييه اختيار موفق؛ حيث يوفر لك الكثير من مسارات التنمية الشخصية والمهنية، وسوف تتمكن من تطوير مهارات التواصل الشفهي والكتابي لدرجة واعية متبصرة، وكذلك مهارات التحليل النقدي والإبداعي

اختر المستوى الأعلى إذا كنت تفكر في الدراسة الجامعية باللغة العربية في القانون أوالصحافة أوالإعلام أوالتسويق أو التعليم أو السياسة أو العلاقات الدولية

اختر المستوى الأعلى إذا كنت تريد تحقيق الفهم العميق للثقافة واللغة والأدب والتاريخ العربي، أو إذا كنت تريد تطوير مهاراتك اللغوية والتعبيرية باللغة العربية إلى درجة التمكن المتبصر، أو إذا كنت تريد الحفاظ على الهوية العربية كاملة غير منقوصة في مجتمع عولمي مفتوح يغلب عليه انصهار الثقافات لتتمكن من اكتساب لغة وثقافة ومعرفة جديدة بجانب تمكنك من امتلاك ناصية هويتك العربية

اختر المستوى الأعلى إذا كنت من عشاق الأدب العربي والتحليل النقدي وفهم طبيعة الإنتاج الأدبي وحياة الأدباء وتأثيرهم ومكانتهم في المجتمع العربي

اختر برنامج اللغة والأدب إذا كان طموحك المسارات التالية

قانون دولي	محامٍ
صحفي	معلم
دبلوماسي	مترجم
أديب	كاتب
ناقد أدبي	مذيع

School Supported Self Taught Language A SL

The School Supported Self Taught course (SSST) is available with the IB Coordinator's approval to students who:

- wish to study another language A through the SSST course (multiple available through the IB)
- wish to study 3 languages within their course choices

The SSST course is for advanced learners who would like to continue academic studies of their chosen language. This course is available to students when their chosen language has a small number of proficient users in our community. To enrol in the course, students need to have sound reading and writing skills in their chosen language either through using it as a family language and/or in an academic setting. A students' chosen SSST language is not necessarily their first, best, home or family language. It could be a language in which they were schooled for a number of years, even though they do not speak the language at home.

In this course, literary analysis skills are taught in a class which may contain speakers of a number of different languages; students then apply the skills by completing reading and writing assignments in their chosen language, guided by a qualified literature tutor outside school.

Group 2: Language Acquisition

Choices: Language B: Arabic B HL/SL, French B HL/SL, French Ab Initio SL, Spanish HL/SL, Spanish Ab Initio SL

Language acquisition consists of two modern language courses — Language ab initio and Language B— they both develop students' linguistic abilities through the development of receptive, productive and interactive skills.

Language B SL and Language B HL

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

Language ab initio

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

Language selection

For their second language, students are encouraged to study the same language in Grades 11 and 12 as they have previously studied in Grades 9 and 10. If switching languages, the French ab initio and Spanish ab initio courses are designed for those students starting at the beginning of a language course.

Taking 2 Language A courses fulfills the requirements of taking a Language B course.

Course Content

Themes : Five prescribed themes are common to the syllabuses of language B and language ab initio. The themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

Themes	Guiding principles	Optional recommended topics
Identities	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	• Lifestyles • Health and wellbeing • Beliefs and values • Subcultures • Language and identity
Experiences	Explore the challenges and opportunities faced by individuals and communities in the modern world.	• Leisure activities • Holidays and travel • Life stories • Rites of passage • Customs and traditions • Migration
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	• Entertainment • Artistic expressions • Communication and media • Technology • Scientific innovation
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests	• Social relationships • Community • Social engagement • Education • The working world Law and order
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	• The environment • Human rights • Peace and conflict • Equality • Globalization • Ethics • Urban and rural environs

HL French: Possible Pathways and Careers:

HL or SL French are excellent subject choices either way. They will both improve your written and verbal communication skills as well as your ability to read carefully. Presently, we live in an increasingly competitive marketplace and there is an increasing, ever-present need for strong language skills. Consequently, language skills are in high demand from employers and graduates who lack these vital language skills are losing out to their better qualified, culturally aware multilingual peers. As a result, intercultural awareness and strong communication skills are great assets.

Do choose HL French if you are considering careers such as Member of the United Nations, Interpreter, Secondary school teacher, Translator, Broadcast journalist, Diplomatic Services operational officer, French as a foreign language teacher, International aid/development worker, Logistics and distribution manager, Marketing executive, Patent examiner, Sales executive, Tour manager…Always be sure to look up the entry requirements if you have a specific university course in mind.

For more information:
http://www.ibo.org/programmes/diploma-programme/curriculum/language-acquisition/language-b-sl-and-hl/

Spanish: Possible Pathways and Careers:
SL/HL: The aim of the course is to enable students to understand and use the language in a range of contexts and a variety of purposes. It also encourages the appreciation of a different perspective of people from other culture. It provides the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

HL: Reading literature in Spanish can be an enjoyable journey into the culture. It will help students to broaden their vocabulary and to use language in a more creative way, developing fluent reading skills, promoting interpretive and inferential skills. Students are required to read two works of literature originally written in Spanish.

Do choose HL if you understand that Spanish is becoming more and more important with regards to business. Learning Spanish will enable you to better communicate with Spanish speaking employees or co-workers. In North America, Hispanic consumers are the fastest-growing market segment. Spanish can be particularly helpful if you work in healthcare or education. Increasingly, the building trades are employing more and more Spanish speaking workers. If you are bilingual, you will be more marketable and have more career choices than your monolingual counterpart. Globalization, with its accompanying free trade agreements is shrinking the business world, and those who know more than one language will definitely have the edge. For more information: http://studyspanish.com/topten_reasons/

Arabic Possible Pathways and Careers:
HL or SL Arabic are excellent subject choices either way. They will both improve your written and verbal communication skills as well as your ability to read carefully. Do choose HL Arabic if you are aiming to work in Arab countries or if you are considering careers such as interpreter, secondary school teacher, translator broadcast journalist, diplomatic services, operational officer, logistics and distribution manager, marketing executive, patent examiner, sales executive, tour manager...Always be sure to look up the entry requirements if you have a specific university course in mind. For more detailed information:
https://www.ibo.org/programmes/diploma-programme/curriculum/language-%20acquisition/language-b-sl-and-hl/

Subject	Recommended MYP Final Grade
French, Spanish and Arabic SL	4 or above
French, Spanish and Arabic HL	5 or above

Group 3: Individuals and Societies

Choices: History HL/SL, Geography HL/SL, Business Management HL/SL, Economics HL/SL, Environmental Systems and Societies SL, Psychology HL/SL

History SL/HL

In History, you will explore overarching themes through case studies, including Italian Fascism and the rise of the Nazi Party in Germany. You will examine the conditions that enabled authoritarian states to emerge and consolidate power. The course also includes the Chinese Civil War and the rise and rule of Mao Zedong. In addition, you will investigate the causes and course of both World Wars, analysing key developments and decisive moments that shaped each conflict. Throughout the course, you will develop essential historical skills, including essay writing, critical source analysis, and an understanding of how historical narratives are constructed. The course follows a new syllabus with less content and fewer essays, giving you more time to understand topics clearly and improve your grades.

Course Topics
Cause of WW1 Course of WW1 Rise and Rule of Adolf Hitler WW2 in Europe Rise and Rule of Benito Mussolini Chinese Civil War Rise and Rule of Mao Zedong NOTE: This is a new syllabus and it's subject to change. Additional topics to be determined. Internal Investigation

Assessment	
Paper 1	A source-based paper analysing primary and secondary sources
Paper 2	An essay paper and short answer questions based on Authoritarian States
Paper 3 (HL)	An essay paper on European topics
Internal Assessment (IA)	An historical investigation of the student's choice

HL History: Possible Pathways and Careers:
HL or SL History are excellent subject choices for a student who values thinking critically and analytically. Both SL and HL History will improve your written and verbal communication skills as well as your ability to read carefully and analytically. Both courses will develop your presentation skills and how to respond under pressure to previously seen and unseen texts. The course emphasizes an analytical view and tries to move the student mindset from looking at facts to looking at trends that underlie political / historical events. Source analysis is an important aspect of the course and the student is expected to recognize the worth and limitations of any artifact that can be recognized as an historical source.

Do choose if you would like to question assumptions and the standard narrative.
Careers: Lawyer, foreign service, university professor, policy analyst, public relations
For more detailed information:
http://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/history/

Geography SL/HL

IBDP Geography is dynamic, challenging and firmly grounded in real world issues. You will focus on the interactions between individuals, societies and the physical environment whilst examining topical case studies from different perspectives. You will learn how to conduct field research while conducting fieldwork in Muscat, where we collect data on land values/rent and link it to levels of urban stress in 5 different areas.

Syllabus Component	Assessment HL	SL
Paper 1: Geographic Themes Two options at SL and three at HL: Freshwater, Geophysical hazards and Urban environments	Exam 2 hour 15 mins 35%	Exam 1 hour 30 mins 35%
Paper 2: Global Change Three Units: Population Distribution Global Climate Global Resources	Exam 1 hour 15 mins 25%	Exam 1 hour 15 mins 40%
Paper 3: Global Interactions Three units for HL only Power, Places and Networks Human Development and Diversity Global Risks and Resilience	Exam 1 hour 20%	-
Internal Assessment	20%	25% Following a field trip to local urban environments, students will use collected data to write an internal assessment report

HL Geography: Possible Pathways and Careers:
HL or SL Geography is an excellent choice of subject as it is broad and balanced and

can lead to a number of future pathways.

Do choose Geography if you enjoy learning about people, economies, culture and the environment. You will learn about a broad based academic subject that contains a wide range of transferable skills. These skills will open up pathways to future options.

Careers: Geography is one of those subjects that can take you into almost any career pathway because of the transferable skills it generates. Some of the more direct geography related jobs include: geologist, urban planner, political scientist, population analyst, surveyor, environmental consultant. Indirect careers can include finance, marketing, accountancy, law, and much more. Please see the following link for more information about careers in Geography: (http://www.rgs.org/)

For more detailed information:
http://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/geography/

Business Management SL/HL

Business Management is the study of decision-making within an organization, explored through the four key concepts of Change, Sustainability, Ethics and Creativity. You will study business functions,management processes, marketing strategies, and decision-making in contemporary contexts of strategic uncertainty. You will examine how business decisions are influenced by factors, both internal and external, to organizations, and will learn how these decisions impact stakeholders such as employees, customers and suppliers.. Business Management also explores how individuals and groups interact within an organization, how they may be successfully managed, and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability.

Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course, as this integration promotes a holistic overview of business management. The course encourages the appreciation of ethical concerns, as well as issues of corporate social responsibility (CSR), at both a local and global level and how to become agents of change in a modern business environment.

Year 1	Year 2
Unit 1: Introduction to Business Management and Companies Unit 2: Finance, Costs and Revenues Unit 3: Human Resources Management Introduction to the IA	Unit 4: Marketing and Sales Unit 5: Operations Management Preparation for IBDP Exams

Assessment

External assessment for HL and SL students consists of two shared written examination papers. Paper one is based on a pre-seen case study issued in advance, and paper two consists of structured questions based on stimulus material and an extended response question that assesses students' understanding of the key concepts of the course. HL students also write a third paper, based on modern social enterprises. The Internal Assessment (IA) for both HL and SL students is an 1800 word written report regarding a contemporary issue facing a business of their choice. This issue is then examined through the lens of one of the four key concepts of the course to establish how that business may adapt to ensure future success.I

HL/SL Business Management: Possible Pathways and Careers:

Through the study of topics such as human resource management, organizational growth and business strategy, the course aims to develop transferable skills relevant to today's students. These include the ability to think critically, make ethically sound and well-informed decisions, appreciate the pace, nature and significance of change, think strategically and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

Do choose Business Management if you like to see different perspectives to business strategy and how successful business and entrepreneurs have made their fortunes. You should also choose this course if you appreciate the complexity of the management of an organisation and enjoy discussing complex questions in a classroom setting.

Careers: Entrepreneurs, financial analysts, bankers, consultants and other pathways. This course is a great introduction to an MBA course.

For more detailed information:
http://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/business-and- management/

Economics HL/SL

The study of Economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, Economics uses scientific methodologies that include quantitative and qualitative elements.

The IBDP Economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world situations. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

External assessment
Paper 1 (1 hour and 15 minutes) An extended response paper (25 marks) Students answer one question from a choice of three.
Paper 2 (1 hour and 45 minutes) A data response paper (40 marks) Students answer one question from a choice of two.
Paper 3 (1 hour and 45 minutes) HL Only A policy paper Includes both quantitative and qualitative questions for HL students. Students answer two compulsory questions. (30 marks per question)
Internal assessment
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. Maximum 800 words for each commentary (45 marks)

HL Economics: Possible Pathways and Careers:
You will be making an excellent choice regardless of whether you choose HL or SL Economics. Do choose if you like theory, numbers, and abstract challenges that encourage you to use your imagination while addressing the effects due to actions by firms, consumers, governments and international organizations.

Careers: An array of careers in the business and financial world, but an understanding of economics benefits everyone regardless of your career path. Policy makers, non-governmental organizational members and others working to develop and improve society will use economics on a consistent basis.

For more detailed information:
http://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/economics/

Psychology SL/HL

The DP Psychology course offers students a comprehensive understanding of human behavior through three key approaches: the biological, cognitive, and sociocultural perspectives. These approaches help students critically examine the theories, concepts, and research that explain behavior and mental processes, providing a holistic view of human experiences. The IB DP Psychology Course is structured around three key components: Concepts, Content, and Contexts, which frame the study of human behavior through different psychological approaches. The course emphasizes both the complexity and diversity of behavior, encouraging students to explore similarities and differences between their own behavior and that of others.

Students extend their learning by applying psychological knowledge to practical and specialized topics, including:

- Abnormal Psychology (Mental Health & Disorders)
- Human Relationships
- Developmental Psychology
- Health & Well-being Psychology

These topics allow students to address real-world questions and problems, deepening their understanding of psychology's practical applications.

An essential component of the course is developing an understanding of how psychologists conduct research. Students engage with both qualitative and quantitative methods, gaining skills to evaluate evidence critically, design their own studies, and reflect on ethical considerations. Ethical inquiry and the application of research findings are central to the program.

Why Choose Psychology?

Students develop valuable research, communication, and problem-solving skills that are applicable to multiple disciplines. Additionally, it promotes intercultural understanding and global awareness by exploring diverse perspectives on human behaviour.

Potential Career Pathways

- Psychology: Clinical Psychologist, Counsellor, Psychiatrist,
- Sports Psychologist.
- Medicine: Healthcare, Neuroscientist, Occupational Therapist, Speech Therapist, Public Health Specialist.
- Education; Research: Educational Psychologist, Academic Researcher, Teacher/Lecturer.
- Business: Marketing, Human Resources Specialist, Market Research Analyst, Consumer Behaviour Specialist.
- Criminal Justice: Law, Forensic Psychologist, Criminal Profiler, Legal Consultant.
- Technology: AI: Human-Computer Interaction Specialist, UX Researcher, Behavioural Data Analyst.

External assessment
Paper 1 Counts as 35% of SL final mark and 25% of HL final mark Features short-answer and extended-response questions on core topics.
Paper 2 Counts as 35% of SL final mark and 25% of HL final mark Focuses on the application of psychological research methods.
Paper 3 HL Only Counts as 30% of HL final mark Requires data analysis and interpretation based on an HL extension topic.
Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.
Counts as 30% of SL final mark and 20% of HL final mark
The IA requires students to design and propose a research study using one of the methods studied in the course.

For more subject specific information:
https://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/psychology

Environmental Systems and Societies HL/SL

Environmental systems and societies (ESS) is an interdisciplinary course. This course can fulfill either the Group 3: Individuals and Societies or the Group 4: Sciences requirement.

You will study a wide range of topics, some that build on MYP content from courses such as Biology, Integrated Humanities and some that are completely new. ESS is firmly grounded in both a scientific exploration (modern ecology) of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, you will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. Students with a thirst for understanding the natural world around them and their place in it, will enjoy making the connections between areas they thought previously unconnected. We will study the eight individual topics through a mix of research and problem solving exercises, lab work and making connections as we go.

SL / HL	Works to be studied
SL & HL	Topic 1— Foundation 1.1 Perspectives 1.2 Systems 1.3 Sustainability Topic 2—Ecology Topic 3—Biodiversity and conservation Topic 4—Water Topic 5—Land Topic 6—Atmosphere and climate change Topic 7—Natural resources Topic 8—Human populations and urban systems
HL Lens	a. Environmental Law b. Environmental and ecological economics c. Environmental ethics

Type of Assessment	Format of assessment	Weighting of final grade (%)
Paper 1	Students will be provided with data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study.	25 SL 30 HL
Paper 2	Section A is made up of short-answer and data-based questions. Section B requires students to answer structured essay questions. There is a limited amount of choice.	50 (SL & HL)
Internal Assessment	The individual investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome is assessed through the form of a written report with a maximum overall word count for the report of 3000 words.	25 SL 20 HL

Environmental Systems & Societies: Possible Pathways and Careers:

ESS is a complex course requiring not only a developed understanding and application of scientific methods but also an understanding and analysis of human systems. The course, underpinned by systems thinking, will improve the way you approach problem solving and will help you develop a more analytical and critical mind.

Do choose ESS if you are considering any careers linked to sustainable development. Careers: Activist, Agricultural Technologist, Air Quality Inspector, Animal Services Worker, Aquaculturist,, Botanist, Community Developer, Conservation Biologist,, Ecologist, Environmental Analyst, Environmental Land Consultant, Environmental Lawyer, Environmental Manager, Environmental Planner, Fisheries Consultant,, Geologist, Hazardous Waste Manager, International Developer, Journalist, Land Surveyor, Land Use Planner, Media Correspondent, Mining Consultant, Non-profit Administrator, Oceanographer, Policy Advisor, Political Advisor, Soil Scientist, Sustainability Development Manager, Teacher, Treatment Plant Operator, Urban Planner, Wildlife Conservationist

For more detailed information:
http://www.ibo.org/programmes/diploma-programme/curriculum/sciences/environmental-systems-and-societies/

Subject	Recommended MYP Final Grade
I&S SL	No requirement
I&S HL	5 or above in I&S, Economics recommends a 5 or above in Mathematics as well

Group 4: Sciences

Choices: Biology HL/SL, Chemistry HL/SL, Physics HL/SL, Computer Science HL/SL, Environmental Systems and Societies HL/SL (See previous section)

Biology HL/SL

Biology is the study of life. Although mass extinctions have occurred in the past, there are over 8 million different species on the planet today as a result of reproduction and natural selection. This diversity makes the study of Biology an important and fascinating one for humans as the world around us is undergoing rapid change. Increases in population and changes in climate have placed extreme pressures on food and water supplies as well as the habitats of other species. Biology is a young science and is undergoing exponential growth as technologies improve. You will study the relationships between different species, their different habitats and how they interact with each other.

Through the application of the scientific method and an array of different technologies, biologists are piecing together a greater understanding of the world as we know it.

Your practical skills and scientific awareness are developed as the course progresses with a final focus on the internal assessment laboratory exercise and report. The 'Nature of Science' is embedded throughout the learning with the hope of students being able to appreciate scientific endeavour. Topics are studied through experimentation, research and problem solving exercises.

Assessment Component	Description	Weighting of final grade %
Paper 1	SL: 30 MCQ, 4 Data Based questions HL: 40 MCQ, 4 Data Based questions	36
Paper 2	SL: 34 points Data Based and short answer, 1 essay HL: 48 points Data Based and short answer, 2 essays	44
Internal assessment (IA)	The scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome is a written report with a maximum overall word count for the report is 3,000 words.	20

Theme	Level of organization			
	1. Molecules	**2. Cells**	**3. Organisms**	**4. Ecosystems**
A Unity and Diversity	A1.1 Water	A2.1 Origins of Cells (HL)	A3.1 Diversity of Organisms	A4.1 Evolution and Speciation
	A1.2 Nucleic acids	A2.2 Cell Structure	A3.2 Classification and cladistics (HL)	A4.2 Conservation and Biodiversity
		A2.3 Viruses (HL)		
B Form and function	B1.1 Carbohydrates and lipids	B2.1 Membranes and membrane transport	B3.1 Gas Exchange	B4.1 Adaptation to environment
	B1.2 Proteins	B2.2 Organelles and compartmentalization	B3.2 Transport	B4.2 Ecological Niches
		B2.3 Cell Specialization	B3.3 Muscle and motilit y (HL)	
C Interaction and interdependence	C1.1 Enzymes and metabolism	C2.1 Chemical signalling (HL)	C3.1 Integration of body systems	C4.1 Populations + communities
	C1.2 Cell respiration	C2.2 Neural signalling	C3.2 Defence against disease	C4.2 Transfers of energy and matter
	C1.3 Photosynthesis			
D Continuity and change	D1.1 DNA replication	D2.1 Cell and nuclear division	D3.1 Reproduction	D4.1 Natural Selection
	D1.2 Protein synthesis	D2.2 Gene expression (HL)	D3.2 Inheritance	D4.2 Stability and change
	D1.3 Mutations and gene editing	D2.3 Water potential	D3.3 Homeostasis	D4.3 Climate change

HL/SL Biology: Possible Pathways and Careers:

HL or SL Biology are both demanding course choices. They will improve the way you approach problem solving and should help you develop a more analytical mind. In both courses you will be required to mathematically solve problems under time pressure.

Do choose SL Biology if you are considering Law, Human Resources, Civil Service, Secondary School Teacher, Industrial Science Researcher, Banking, Personnel / HR, Retail Management, Stockbroking/Trading, Academic Administrators, Criminologists, Computer Programmers, Lawyers, Medical Sales, Teachers, Lab Assistant, Management Insurance, Chartered Accountancy, Computing, Marketing, Advertising, Banking, Retail.

Do choose HL Biology if you are considering the fields of Medicine, Bioengineering, Nursing, Doctor, Anesthesiologist, Biologist, Chemist, Forensic Scientist, Psychologist, Psychiatrists.

For more detailed information:
http://www.ibo.org/programmes/diploma-programme/curriculum/sciences/biology/

Chemistry HL/SL

As a DP Chemistry student you will study a wide range of topics, some that build on MYP content and some that are completely new. The breadth of topics include: atomic structure, stoichiometry, kinetics, organics, acids and bases and much more. Many of these topics are fundamentally joined at a very deep level so students with a thirst for understanding the natural world around them will enjoy uncovering the links between areas they thought previously unconnected.

Mathematics is the language of science and so to fully appreciate this course a strong mathematical background is desirable. Your practical skills and scientific awareness are developed as the course progresses with a final focus on the internal assessment laboratory exercise and report. The 'Nature of Science' is also studied with the hope of students being able to appreciate scientific endeavour.

We will study the individual topics through a mix of experimentation, research and problem solving exercises, making connections as we go. The syllabus is divided into two main themes, "Structure" and "Reactivity," with three units in each theme.
There are a variety of assessment opportunities including practical work, research and problem solving. There are two exams at the end of year two.

Assessment Component	Description	Weighting of final grade %
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	36
Paper 2	Short answer and extended-response questions	44
Internal assessment (IA)	The scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	20

Skills in the study of chemistry			
Structure: the nature of matter from simple to more complex forms		Reactivity: how and why chemical reactions occur	
Structure determines reactivity, which in turn transforms structure			
Structure 1: Models of the particulate nature of matter	S1.1 - Introduction to the particulate nature of matter	**Reactivity 1:** What drives chemical reactions?	R1.1 - Measuring enthalpy changes
	S1.2 - The nuclear atom		R1.2 - Energy cycles in reactions
	S1.3 - Electron configurations		R1.3 - Energy from fuels
	S1.4 - Counting particles by mass: The mole		R1.4 - Entropy and spontaneity (Additional higher level)
	S1.5 - Ideal gases		
Structure 2: Models of bonding and structure	S2.1 - The ionic model	**Reactivity 2:** How much, how fast and how far?	R2.1 - How much? The amount of chemical change
	S2.2 - The covalent model		R2.2 - How fast? The extent of chemical change
	S2.3 - The metallic model		R2.3 - How far? The extent of chemical change
	S2.4 - From models to materials		
Structure 3: Classification of matter	S3.1 - The periodic table: Classification of elements	**Reactivity 3:** What are the mechanisms of chemical change?	R3.1 - Proton transfer reactions
			R3.2 - Electron transfer reactions
	S3.2 - Functional groups: Classification of organic compounds		R3.3 - Electron sharing reactions
			R3.4 - Electron-pair sharing reactions

HL Chemistry: Possible Pathways and Careers:
HL or SL Chemistry are both demanding course choices. They will improve the way you approach problem solving and should help you develop a more analytical mind. In both courses you will be required to solve problems under time pressure.

Do choose SL Chemistry if you are considering: Product Design, Business, Food Science

Do choose HL Chemistry if you are considering: Medicine, Bio-Medicine, Dentistry, Engineering, Pharmaceutical Industry

For more detailed information:
http://www.ibo.org/programmes/diploma-programme/curriculum/sciences/chemistry/

Physics HL/SL

As a Physics student you will study a wide range of topics, some that build on MYP content and some that are completely new. The breadth of topics include Mechanics, Waves, Atomic and Nuclear Physics, Electromagnetism and Thermal Physics. Mathematics is the language of science and so to fully appreciate this course a strong mathematical background is required. Practical skills and scientific awareness are developed as the course progresses with a final focus on the internal assessment laboratory exercise and report. The 'Nature of Science' is also studied with the hope of students being able to appreciate scientific endeavour. We will study the individual topics through a mix of experimentation, research and problem solving exercises, making connections as we go.

There are 5 topics of study and varying levels of SL/HL content within those topics. There are a variety of assessment opportunities including practical work, research and problem solving. There are three exams at the end of year two.

Part of Course	Works to be studied	Assessment
SL/HL Content	Kinematics, Dynamics, Thermal Physics, Electrical Circuits, Wave Theory, Atomic Physics, Rigid Body Mechanics, Special Relativity, Advanced Wave Theory, Thermodynamics, Nuclear Physics	End of topic tests and lab reports
Internal assessment (IA)	(HL and SL) An individual piece of lab work with a written report that is graded internally and externally moderated.	One lab report (10 hours to complete lab)

SL/HL Physics: Possible Pathways and Careers:

HL or SL Physics are both demanding course choices. They will improve the way you approach problem solving and should help you develop a more analytical mind. In both courses you will be required to mathematically solve problems under time pressure.

Do choose SL Physics if you are considering Architecture, Product Design, Business.

Do choose HL Physics if you are considering Engineering, Maths, Accountancy.

For more detailed information:
http://www.ibo.org/programmes/diploma-programme/curriculum/sciences/physics/

Computer Science HL/SL

From the inner workings of a computer to the protocols that govern internet traffic, the DP Computer Science course is an invitation to explore the very fabric of our digital lives. Designed to be accessible to an audience without prior knowledge of programming, candidates will embark on a journey that will take them from writing their first lines of code to independently developing fully-documented software according to industry standards. With a definite emphasis on problem-solving skills, some of which can only be implemented using a computer, the syllabus will challenge you to create innovative solutions to increasingly complex situations. You will also investigate ergonomic, environmental, and ethical issues, emerging research in computer science, as well as global career trends in related fields.

The study of Computer Science builds on strong higher-order cognitive functions, solid analytical thinking skills, and deep conceptual understanding; the ability to apply logic to abstractions is instrumental to being successful in this subject. The study of Computer Science also fosters the qualities of an independent learner; students develop the attributes that enable innovation, empower exploration, and promote entrepreneurship.

Computer Science students acquire highly-transferable skills that are invaluable to a wide range of endeavours such as business management, investment banking, engineering, healthcare, etc...

Component	Description	Assessment
SL and HL core content	A Concepts of computer science A.1 Computer fundamentals A.2 Networks A.3 Databases A.4 Machine learning B Computational thinking and problem-solving B.1 Computational thinking	Instruments Summative assessments Programming challenges SUMMATIVE Objective 1

	B.2 Programming B.3 Object oriented programming (OOP)	Know and understand Objective 2 Apply and use Objective 3 Construct, analyse, and evaluate Objective 4 AO4 Demonstrate the application of computational thinking skills to solve real-world problems using computer science solutions PROGRAMMING Level 1 Correctness
HL extensions	B.4 Abstract data types	

Assessment Component	Description	Weighting of final grade %
Paper 1	Section A—extended response questions linked to theme A: Concepts of computer science Section B—short-response questions linked to the pre-seen case study SL: 1 hour 15 minutes. 50 marks HL: 2 hours.80 marks	 36 40
Paper 2	Extended response questions linked to theme B: Computational thinking and problem-solving. SL:1 hour 15 minutes. 50 marks HL:2 hours.80 marks	 35 40
Internal assessment (IA)	The IA task requires the student to identify a problem of their own choosing and develop a software solution for it, using the computational thinking process. 30 marks SL HL	 30 20

SL/HL Computer Science: Possible Pathways and Careers:

Do choose Computer Science SL, if you have an interest in technology and want to learn programming to expand your problem-solving toolbox. Computer Science will help if you're interested in pursuing Computer Science (Software development,

Hardware architecture, Cyber security); Data Science (Modelling and simulation, Information technology, Telecommunication); Web science (Digital design, Social media, Video game design).

Do choose Computer Science HL, if you are passionate about coding and anticipate that technology will play a significant role in your future. This course will help if you're interested in pursuing Software and computer engineer, Artificial Intelligence and Machine Learning, Game Development, Cybersecurity, App Development.

For more detailed information:
http://www.ibo.org/programmes/diploma-programme/curriculum/sciences/computer-science/

Subject	Recommended MYP Final Grade
Science SL	4 or above
Science HL	5 or above for MYP Criteria A Science grade and MYP Criteria A Math grade

Group 5: Mathematics

Choices: Mathematics: Applications and Interpretation (HL/SL) or Mathematics: Analysis and Approaches (HL/SL)

The IB DP offers two mathematics courses and each is available at the Higher or Standard Levels. The courses have some content in common but differ in the rest of the material and in their approaches to the subject.

Mathematics: Applications and Interpretation (HL/SL):

Mathematics: applications and interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. (IBO. 2019. *Mathematics: application and interpretation Guide* [PDF file]. Retrieved from: https://resources.ibo.org/)

Mathematics: Analysis and Approaches (HL/SL):

Mathematics: analysis and approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization.

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. (IBO. 2019. *Mathematics: analysis and approaches Guide* [PDF file]. Retrieved from: https://resources.ibo.org/)

IB Mathematics course selection

Guidance from the IB on selecting the correct Mathematics course of study

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different subjects in mathematics, each available at SL and HL These courses are designed for different types of students: those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics, and those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects. Each course is designed to meet the needs of a particular group of students.

In making this selection, individual students should be advised to take account of the following factors:

- their own abilities in mathematics and the type of mathematics in which they can be successful
- their own interest in mathematics and those particular areas of the subject that may hold the most interest for them
- their other choices of subjects within the framework of the Diploma Programme
- their academic plans, in particular the subjects they wish to study in future
- their choice of career

(IBO. 2019. *Mathematics: analysis and approaches Guide* [PDF file]. Retrieved from: https://resources.ibo.org/)

Mathematics: Applications and Interpretation Syllabus Outline

Syllabus component	Suggested teaching hours	
	SL	HL
Topic 1 - Number and algebra	16	29
Topic 2 – Functions	31	42
Topic 3 - Geometry and trigonometry	18	46
Topic 4 - Statistics and probability	36	52
Topic 5 - Calculus	19	41
The toolkit and mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	**150**	**240**

Mathematics: Applications and Interpretation Assessment Details

Assessment component	SL Details		HL Details	
External assessment (80%)	Paper 1 (90 minutes) Technology required. (80 marks) Compulsory short-response questions based on the syllabus.	40%	Paper 1 (120 minutes) Technology required. (110 marks) Compulsory short-response questions based on the syllabus	80%
	Paper 2 (90 minutes) Technology required. (80 marks) Compulsory extended-response questions based on the syllabus.	40%	Paper 2 (120 minutes) Technology required. (110 marks) Compulsory extended-response questions based on the syllabus.	80%
			Paper 3 (60 minutes) Technology required. (55 marks) Two extended-response problem-solving questions.	20%
Internal assessment (20%)	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)			

Mathematics: Analysis and Approaches Syllabus Outline

Syllabus component	Suggested teaching hours	
	SL	HL
Topic 1 - Number and algebra	19	39
Topic 2 – Functions	21	32
Topic 3 - Geometry and trigonometry	25	51
Topic 4 - Statistics and probability	27	33
Topic 5 - Calculus	28	55
The toolkit and mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	**150**	**240**

Mathematics: Analysis and Approaches Assessment Details

Assessment component	SL Details		HL Details	
External assessment (80%)	Paper 1 (90 minutes) No technology (80 marks) *Section A:* Short-response questions based on the syllabus. *Section B:* Extended-response questions based on the syllabus.	40%	Paper 1 (120 minutes) No technology (110 marks) *Section A:* Short-response questions based on the syllabus. *Section B:* Extended-response questions based on the syllabus.	30%
	Paper 2 (90 minutes) Technology required. (80 marks) *Section A:* Short-response questions based on the syllabus. *Section B:* Extended-response questions based on the syllabus.	40%	Paper 2 (120 minutes) Technology required. (110 marks) *Section A:* Short-response questions based on the syllabus. *Section B:* Extended-response questions based on the syllabus.	30%
			Paper 3 (60 minutes) Technology required. (55 marks) Two extended-response problem-solving questions.	20%
Internal assessment (20%)	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)			

Minimum Entry Requirements

Course	Minimum Requirements
Applications and Interpretation SL	MYP Math Criteria A grade of 4 or below
Analysis and Approaches SL	MYP Math Criteria A grade of 5 and G10 teacher recommendation
Applications and Interpretation HL	MYP Math Criteria A grade of 6 and G10 teacher recommendation
Analysis and Approaches HL	MYP Math Criteria A grade of 7 and G10 teacher recommendation

Mathematics in the DP: Possible Pathways and Careers.

Mathematics: Analysis and Approaches Higher Level is the most demanding and rigorous of the options. It should be chosen by students who enjoy the challenge of Mathematics and who will need it for undergraduate courses such as Engineering, Physical Sciences, (some) Architecture and (some) Economics courses to name a few. If you have demonstrated a strong understanding of and interest in Mathematics in grades 9 and 10, you may be considered for this course.

Mathematics: Analysis and Approaches Standard Level is also a demanding course; it should be followed if you want to demonstrate to a university that you have a firm mathematical foundation. If you are considering university courses in subjects like Business/Management studies, Biology, Social or Natural Sciences, or Medicine, this could be your best option. You should be able to demonstrate that you have a firm understanding of the Mathematics covered in grades 9 and 10.

Mathematics: Applications and Interpretation Higher Level is a broad and sophisticated course that focuses on the practical uses of mathematics in real-world contexts. This course may be appropriate if you are interested in modeling and problem-solving in concrete situations. Further courses of study in Computer Science, Economics, Social Sciences or Medicine would benefit from the background this course would provide. You should be able to demonstrate that you have a very strong understanding of the Mathematics covered in grades 9 and 10.

Mathematics: Applications and Interpretation Standard Level provides a thorough background in a variety of topics with significant real-world applications. It focuses more on practical uses rather than the theoretical underpinning and makes heavy use of technology to explore ideas and solutions. This course is ideal for the student who does not plan on further studies that directly involve mathematics such as Art, Literature, History, or the Humanities.

For more detailed information:
http://www.ibo.org/programmes/diploma-programme/curriculum/mathematics/

Group 6: The Arts

Choices: Visual Arts HL/SL, Theatre HL/SL, Music HL/SL







Visual Arts HL/SL

This course has the students' individual creativity at its heart. Throughout year 1 the shift from teacher directed units to student led studio inquiry is made, with year 2 devoted to students creating a coherent body of artwork reflecting their individual artistic interests and concerns.

The course supports future pathways that value independent thinking, and it is hard to imagine those that don't, and also provides students with explicit, shareable evidence of their ability to think critically and creatively.

In the 2025 guide there is more explicit differentiation between SL and HL requirements and more emphasis on practical studio exploration than in previous guides.

Component	Content	Assessment
SL Art making Inquiries Portfolio	Demonstrating evidence of sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. A record of the 'creative journey'; a balance of written and visual material.	**SL** 40% of the overall grade (External Assessment)
SL Connections Study	You will submit a body of work, up to 10 'screens/slides' showing the connection between one resolved artwork, your own context and two artworks by different artists.	**SL** 20% of overall grade (External Assessment)
SL Resolved Artworks	You will submit a coherent body of work consisting of five artworks demonstrating technical skill and communicating intentions. Work can be shown in image files or video files. Plus up to two screens for a written rationale.	**SL** 40% of overallgrade (Internal Assessment
HL Art making Inquiries Portfolio	You will submit up to 15 'screens/slides' showing your personal investigations, discoveries and creations. These will be a selection from the portfolio you will build over the two year course.	**HL** 30% of overall grade (External Assessment)
HL Artist project	You will submit up to 12 screens/slides and a short video of the project artwork in the chosen context. Your submission will explain intention and connection with two artworks by different artists.	**HL** 30% of the overall grade (External Assessment)
HL Resolved Artworks	You will submit five resolved artworks selected from a total of eight that form a coherent whole. Work can be shown in image files or video files. Plus up to eight screens/slides for a written rationale and artwork texts.	**HL** 40% of overall grade (Internal Assessment

Visual Arts - Possible Pathways and Careers:

Both HL and SL will develop skills and conceptual understanding of how visual language can communicate complex ideas. There is a balance of technical skill growth and extension, and critical and analytical skill development. Many of these skills are transferable and support, and are in turn supported by, work in other disciplines.

Increasingly disciplines are taking new forms and our old conceptions of what 'the world of work' is like is changing. Being able to communicate complex ideas in visual form is an attribute that could serve students well in a wide range of possible careers.

Do choose IB Visual Arts if you are motivated by producing art and design work, if you are entering any field that requires creative and innovative thinking (and actually I can't imagine a profession that doesn't require this) and if you like to be able to direct your own inquiry.

Careers: Architect, Artist, anything to do with Fashion, Design marketing/branding, Makeup for film/screen, Games design, Entertainment Design, Automotive Design, Theatre design, Photography, Photojournalism, Illustration, Graphic Design, Interior Design, Animation, Film and Television, Interaction Design, Sculpture, Ceramics, Costume for Performance and many, many more, some will be new as cutting edge ideas for courses are initiated, a recent example is the UAL BA Hons course called 'Psychology of Fashion'.

For further information see:
https://drive.google.com/file/d/1F2V9IK5GH4IOeMpLOqMO2wkbVcy4SYGe/view?usp=sharing

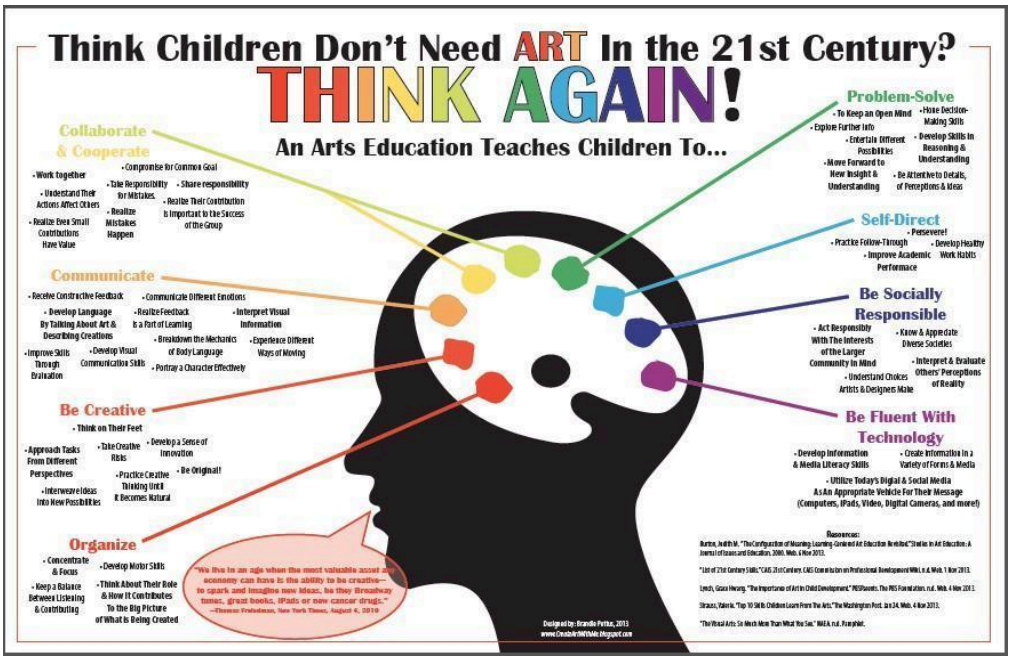
Theatre HL/SL

Theatre is a dynamic, collaborative and live art form that allows you to learn while not being restricted to a desk. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. By choosing this course, you will have the opportunity to make theatre as a creator, designer, director and performer. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. This is a course that gives you the time and support to put your ideas into practice as real theatre practitioners do.

You will learn how artists apply research and theory to inform and to contextualize their work. The theatre course encourages you to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and audience members—you will gain a richer understanding of yourself, your community and the world.

Part of Course	Works to be studied	Assessment
Part 1: Production Proposal	Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal.	SL 30% HL 20% Assessed Internally
Part 2:	Students at SL and HL plan, deliver and video record an individual research presentation (15	SL 30% HL 20%

Research Presentation	minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied.	Assessed Externally
Part 3: Collaborative Project	Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production.	SL 40% HL 25% Assessed Externally
Part 4: Solo Theatre Piece (HL ONLY)	Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4–7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience.	HL 35% Assessed Externally



SL/HL Theatre: Possible Pathways and Careers:

SL and HL Theatre are both very exciting and fulfilling courses to take. They provide an opportunity for students to study genres of theatre they are personally interested in. This course allows for creativity and freedom to study Theatre from several contexts such as director, actor, design, and creator. The course is both practical and academic.

You will have the opportunity to study Theatre and then create your own work to present to audiences.

Do choose Theatre: If you are someone that enjoys working collaboratively in groups. If you enjoy experiencing theatre as a spectator, if you are interested in one or more of these roles: director, actor, designer, creator when studying theatre. If you enjoy bringing your own personal context and experiences to the creative work you produce. If you are someone that does not like to be bound to a desk all day long in school.

Careers: This course is suitable for any career path from the creative arts to professions that involve public speaking, collaboration, critical thinking and international mindedness.

For further information see:
http://www.ibo.org/programmes/diploma-programme/curriculum/the-arts/theatre/

Music HL/SL

The new SL/HL Music program aims to enable students to explore a range of musical contexts and make links to and between different musical practices, conventions and forms of expression. It encourages students to acquire, develop and experiment with musical ideas through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others. The course will enable students to evaluate and develop critical perspectives on their own and the work of others. In short, the course aims to give an insight into the modern music industry and to remove the requirement for music students to have a prior ability on a musical instrument.

Part of Course	Component details	Assessment
Exploring music in context	Students learn how to engage with a diverse range of music that will broaden their musical horizons and provide stimuli for their own music making. Students engage with music in personal, local and global contexts.	30% SL 20% HL Assessed externally
Experimenting with music	Students connect theoretical studies with practical work to help gain a deeper understanding of the music with which they engage. Students work as researchers, creators and performers to further experimentation with a range of musical material across local and global contexts.	30% SL 20% HL Assessed internally

Presenting music	Students learn to practise and prepare finished pieces that will be performed to an audience. Students learn to demonstrate their level of musicianship and learn to share and communicate their music as researchers, creators and performers.	40% SL 30% HL Assessed externally
The contemporary music maker (HL only)	To demonstrate an understanding of the musical creating process, from inception to performance. Includes composing and promoting of contemporary music making, inspired by real life practices of music making.	30% assessed internally

Music HL	Knowledge of voice or musical instrument is an advantage but not a prerequisite
Music SL	Knowledge of voice or musical instrument is an advantage but not a prerequisite

Music: Possible Pathways and Careers

Music is an excellent subject choice. It will improve your written and verbal communication skills as well as your ability to read carefully and analytically. The course will help you with presentation skills and to respond under pressure to previously seen and unseen music. The course works on developing analytical listening skills.

Do choose Music if you are considering choosing a career in the Arts, Journalism or a subject requiring a mix of global and analytical skills and fast thinking.

Careers: Music industry (sound), musician, journalist, career requiring self-analysis and quick thinking, actor, public speaking, theatre, media, music producer, recording engineer, artist manager, tour manager, booking agent, music publicist, composer, music arranger.

IB DP Frequently Asked Questions

1) Can a student take more than 3 HL subjects?

Yes, during your G11 year, you may take 4 HL subjects and then choose to drop 1 of those 4 to SL at the beginning of your G12 year. In order to take 4 HL subjects, a student must maintain a minimum of 4s in all subjects at all report periods.

2) Can a student take 3 Sciences?

No. The IB DP courses require all 6 Groups or to sub 1 additional Group 3 or Group 4 for a Group 6 course. You cannot make 2 subs. So, if you take 3 sciences, you cannot earn the IB DP Diploma. Also, our timetable at ABA will not allow this.

3) Do IB exams contribute to the ABA High School Diploma?

No, not necessarily. As students can achieve the High School Diploma without sitting IB exams, so long as they meet all credit requirements. Without sitting IB exams they won't pass any IB courses or be awarded any IB certificates.

4) How many 'Study Periods' can a student expect to have?

Full IB Diploma students can expect to have five study periods per week. Each course runs the SL release time a bit differently so the 5 study periods per week is an average over the 2 year course of study.

5) When do IB exams take place?

IB exams take place in late April and May every year and results are published in early July.

6) Is there time for extracurricular activities?

Having a balanced lifestyle is an important part of the Learner Profile and CAS, so yes. Physical activity is important to increasing focus and sound sleep in order to better support academic learning. We highly encourage staying part of athletics.

7) Do I need the IB Diploma to go to university?

No, not at all; however having the Diploma will open a lot of doors and grant you a huge range of opportunities. It is an extremely powerful 'currency' for the next stage of your education. The High School Diploma plus SAT scores are all that are required as qualifications for US universities, but for UK, Europe and Canada, the full Diploma is mostly required. In the UK, a 'foundation' course would be required with students only having the High School Diploma on completion.

8) What sort of IB grades are universities looking for?

It varies, anything from simply asking to pass with 24 points to 41 points and 777 in your HLs. Please consult UCAS, individual universities, the ABA University Counsellor or the universities themselves for entry requirements.

9) Is it a simple pass/fail course?

To achieve the Diploma, certain requirements must be met, the full details of which are on page 7 of this booklet. Put simply, students must achieve 24 points or more, and at least 12 in their Higher Level subjects. There are, however, other failing conditions, such as not passing one of the core (EE, CAS, ToK) components. We will, of course, intervene if a student should happen to be in danger of not meeting the Diploma Requirements.

We look forward to meeting with you, answering your questions and discussing choices and your unique pathway through the final stage of your journey at ABA.